

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about sociolinguistics, bilingual and multilingual, code, and BIPA (*Bahasa Indonesia untuk Penutur Asing*) related to the topic. The details of review related to literatures are described further.

2.1 Sociolinguistics

Sociolinguistics is a field of study involving the interaction of language and society who is drawn together for a certain reasons or aims (Wardhaugh, 2010). In addition, sociolinguistics is the discipline of language use among or within speakers groups which refers to in what way language does in our informal conversations in everyday lives and the media we are exposed to and the existence of norms of societal, laws, and policies that address language (Wardhaugh & Fuller, 2015). In sociolinguistic sense, the indexical aspect of language such as speech (including accent), that shows an individual's group of social or background; the usage of these terms is not correctly arbitrary because it signals the individual has an admission to the lifestyles which are related to type of speech. (Swann et al, 2000).

2.2 Bilingualism and Multilingual

Multilingualism and bilingualism may occur when there are two or more languages exist in the society. The condition of two distinctly different languages varieties co-exist in speech community is known as diglossia (Herk, 2012). According to Ferguson (1959) cited in Wardhaugh, (2010), "diglossia is the term used to describe a situation in which there are

two distinct codes with clear functional separation; that is, one code is employed in one set of circumstances and the other in an entirely different.”

A bilingual person is someone who speaks two languages. Bilingualism concept based on Hamers & Blanc (2000) refers to the state of a society of linguistic in which two languages interact and obtained two codes that can be applied in the same connection. Besides, multilingual is a term to generally condition that there is more than one language speaks by the speakers (Wardhaugh & Fuller, 2015). According to Deckret & Vickers (2013) stated multilingual are generally able to understand language code to employ with particular interlocutors at any one time.

In English Foreign Language (EFL) classroom, learning new language such as foreign language as our second language (L2) will be effected by our first language (L1) (Cook, 2003). In teaching EFL, switching code to L1 encourage learner in learning EFL (Üstünel, 2016). Nevertheless, sometimes, not all of the teacher switch all of them directly in a sentence. In addition, they may use or only translate a few words and mix with L2.

Same as EFL, BIPA is a classroom which teaches Bahasa as foreign language, but the foreign language is Bahasa not English. The students of BIPA are from different region in this world which gathers in the class to learn Bahasa as their foreign language. In this situation, there is a possibility of diglossia usage which leads to bilingualism and multilingualism. Their mother tongue as (L1) may affect the way they learn foreign language (L2). Hence, they usually mix some words from L1 to L2 to make them easy to communicate.

2.3 Code

We can define the system as a code when two or more people speak with each other and multilingual speakers who have access to two or more codes and for one purpose or

another shift back and forth between these languages in some form of multilingual discourse (Wardhaugh & Fuller, 2015). Moreover, Meyerhoff (2006) stated that people who have control over more than one kind of languages and communicate with one or more language are very sensitive to the dissimilarities in the strength of the languages that they use in general.

2.3.1 Code Mixing and Code Switching

Code switching can be stated as in the same conversation or utterance, there are the uses of two or more languages (Coupland & Jaworski, 1997). However, people who switch the language should have aims in order to quote someone, amplify or emphasize, qualify message, convey confidentiality, change role of speaker, anger and annoyance, mark and emphasize group identity (solidarity), exclude someone from conversation, rise status, add authority, show expertise and continue the last language used (Grosjean, 1982 cited in Yuliana, Luziana, & Sarwendah, 2016). The term code switching is less natural in two ways: as a term it already suggest something like alternation (as opposed to insertion), and it separates code mixing too strongly from phenomena of borrowing and interference (Muysken, 2000).

Related to Wardhaugh & Fuller (2015), the alternation through sentences between varieties, or codes, or clause borders often use as a cover word also containing code mixing. According to Bhatia & Klein (1999) cited in Dwijayanti & Wahyana (2012) stated that code-mixing is the mixing of various linguistic aspects from share construction of grammar through sentence boundaries within a speech event. In addition, code mixing is the use of lexical and/or grammatical item of one language or more within a clause or a sentence (Musyken, 2000).

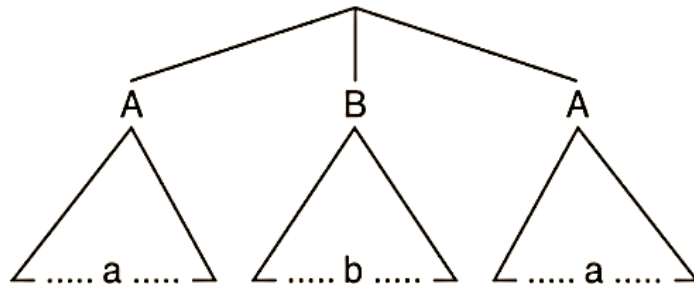
Both code mixing and code switching are similar commonly appear and only happen in bilingual or multilingual society. Nevertheless, both also have the differences. Code mixing is a mixing occurs when speakers mix or insert foreign words (other code) in the language which is dominant. While code switching, the speakers change the language used to code of the others language in some purposes as these are already mentioned above (Siregar, Bahri, & Sanjaya, 2014).

2.3.2 ThreeTypes of Code Mixing

Muysken (2000) stated there are three kinds of code mixing will be explained below:

1. Insertion

Insertion is inserting lexical items from one language into a structure from another language without changing the construction of the sentence. It means that the insertions of lexical items are in the same language structure.



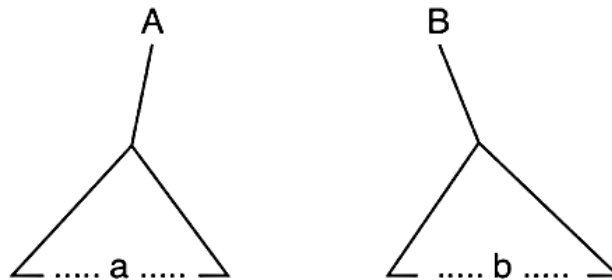
In the picture above, *a* single element B (with words *b* from the same language) is inserted into *a* structure defined by language A, with words *a* from that language.

For instance:

Boneka nya cute banget ya. (The doll is so **cute**.)

2. Alternation

Alternation is akin to switching of codes between turns in which two languages are alternated instinctively grammar and lexical level. The lexical items are in different language structure but still in the same sentence.



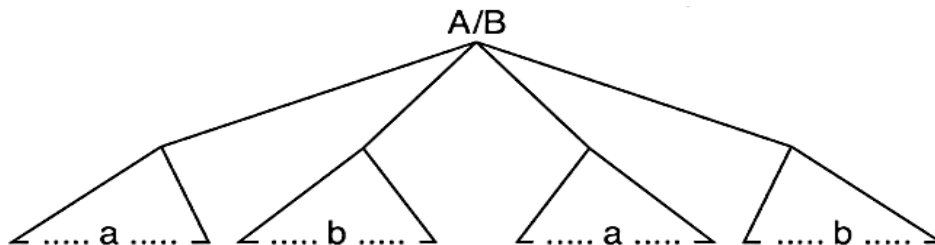
The situation above explains *a* constituent from language A (with words from its language) is followed by *a* constituent from language B (with words from bilingual speech). For example:

Masih belajar, don't disturb ya!

(I am still studying, **don't disturb**, please!)

3. Congruent lexicalization

Congruent lexicalization from different lexical inventories into a distributed grammatical construction which happens when two languages share or mix grammatical construction randomly.



The grammatical structure is shared by languages A and B and words from both languages *a* and *b* are inserted more or less randomly.

For example:

By the way, *aku nanti ikut English short course yang udah trusted dan yang tempatnya comfy gitu deh.*

(**By the way**, I will join **English short course** which is **trusted** and has a **comfy** place).

2.3.3 Code Mixing in Linguistic Items

a) Code Mixing in a form of Word

According to Aranof & Fudeman (2011), word is a minimal unit of language which can stand alone or stand on its own. Here is the example of code mixing in a form of word.

Handphone *kamu baru ya?*

(It is your new **handphone**, is it?)

b) Code Mixing in a form of Phrase

A group of word without subject-verb component and use as single part of speech is known as a phrase (Straus & Kaufman, 2014). In the below is the example of code mixing in a form of phrase.

Kamu memang **best friend** *aku.*

(You're truly my **best friend**)

c) Code Mixing in a form of Clause

According to Azar (2003) defines a clause is a collection of words which contains a subject and a verb which is divided into two types. First type of clause is independent clause which is also known as main clause and it can stand alone. Next, the second type of clause is dependent clause that can't stand

alone. The example of code mixing in the form of clause will be explained below.

aku sih gak bakalan percaya if I were you.

(I won't believe if I were you)

2.4 BIPA

BIPA is “*Bahasa Inggris untuk Penutur Asing*” or Bahasa for foreigner is a facility given by University of Muhammadiyah Malang (UMM) as the learning place for foreigner to study Bahasa and its culture. The amount of BIPA students and where they come from depend on how many and what country *Darmasiswa* students apply in UMM every year. They usually from overseas such as Thailand, China, Vietnam, Sudan, Palestine, Iraq, Sieralion, America, Poland, Lithuania, Romania, South America (Puerto Rico), Latin America (Colombia), Australia. In addition, they have to take Bahasa course as an obligation to follow learning process so that, they won't feel any difficulties in the class.

Taken from the official website of BIPA in UMM, there are vision, mission, purpose, and curriculum related to learning activity in BIPA are mentioned below.

2.4.3 Vision

To be a quality learning center of Indonesian language, art, and culture for foreign speakers based on the characteristics and identity of the nation, nationally, and internationally.

2.4.4 Missions

- a) Holding a quality education of Indonesian language for foreign speakers.
- b) Introducing Indonesian arts and cultures to foreign speakers.
- c) Giving services of languages, arts and cultures based on foreign speaker's need

- d) Building mutual corporations between BIPA-UMM and similar institutions from other countries.

2.4.5 Purposes

A. General Purposes

- a) Assisting Indonesian Government to build positive image about Indonesia to other countries via *Darmasiswa Program*.
- b) Increasing the image of University of Muhammadiyah Malang as an International Education Institution.
- c) Producing quality graduates from the *Darmasiswa* program, so they can be Indonesia representative to promote Indonesia in their host countries.

B. Specific Purposes in Teaching and Learning activities, and Linguistic

- a) Learning activities in classroom with interactive, demonstrative, IT, and pragmatic ways.
- b) Language practical usage in society to build self-confidence.

2.4.7 Curriculum

BIPA student will learn many kinds of subject which have current credits for beginner and advance level based on the curriculum on BIPA. Furthermore, BIPA usually held some kind of activities such as field trip to the UMM's school partners, home industries, historical places, practicing traditional dance, playing traditional music instrument, and independent activity in extracurricular activity in purpose to learn and know its culture. To wrap up, here are BIPA Curriculum in Bahasa and English Version.

Kurikulum

KURIKULUM BIPA UNIVERSITAS MUHAMMADIYAH MALANG					
No	Level Pemula		Level Lanjut		
	Subject	Credits	Subject	Credits	
1	Menyimak dan Berbicara	3	Menyimak dan Berbicara	3	
2	Menulis dan Membaca	3	Tata Bahasa Dan Menulis	3	
3	Tata Bahasa	3	Pragmatik	3	
4	Seni dan Budaya Indonesia	3	Budaya Nusantara	2	
5	Praktek dan diskusi				
6	Independent Activity		Independent Activity		
7	Field Trip (outing class)				

Table 1. BIPA Curriculum. Source (<http://www.bipa.umm.ac.id>)

Curriculum

BIPA CURRICULUM OF UNIVERSITY OF MUHAMMADIYAH MALANG					
No	Beginner Level		Advance Level		
	Subject	Credits	Subject	Credits	
1	Listening and Speaking	3	Listening and Speaking	3	
2	Writing and Reading	3	Language Structure and Writing	3	
3	Language Structure	3	Pragmatic	3	
4	Art and Indonesia Culture	3	Archipelago Culture	2	
5	Practice and Discussion				
6	Independent Activity		Independent Activity		
7	Field Trip (outing class)				

Table 2. BIPA Curriculum (English Version)